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## **EFFECTIVENESS OF EDUCATIONAL DEVELOPMENT ON THE BASIS OF INTELLECTUALIZATION OF MANAGERIAL POTENTIAL**

*If you do not act, your smart brains are of no use.*

Shota Rustaveli

### **Abstract**

The paper considers the modern higher education system that forms the intellectual potential of the nation. It is shown that the most promising way is to develop creating, searching and navigating thinking. It is concluded that it is these aspects that allow applying a systemic approach to the development of the managerial potential.

*Keywords:* educational process, self-education, development efficiency, continuity of education, partnership

### **Introduction**

To develop the educational system, our country needs not only a specific innovative type of thinking that can be characterized as creative, initiative and enterprising, but also a specific mode of behavior that is based on the insatiable interest in assimilation of knowledge and development of a systemic creative vision (Blinov, Rudakova, 2013). It is impossible to fulfill this task without developing and keeping an emotional component of the activity and joy of achievement.

What is the role of education in our everyday world? What is the attitude of the Russian people to education and which of its aspects are the most important today, foreground and significant?

### **Development of Education as the Basis for Intellectualisation**

The answer to these questions is not simple. Apart from evident interdisciplinary character the educational process will always have at its basis rational considerations about our readiness for and openness to the assimilation of the new, about the degree of the involvement into the learning process, about the resources allocated for the process of the new knowledge acquisition. This is not only the ability to use our knowledge, skills and habits, but also, on the basis of the experience gained, to provide an acceptable level of life, as well as to carry throughout our lives a striking desire to achieve new heights, desire that opens new horizons for growth. How can we estimate the created and accumulated by the society capacity for creativity and for the spread of new knowledge, technologies, and products? By what means can we go beyond the limits of the developed algorithms?

It is no secret that the solution of this complicated problem is in the functioning of the national intellectual sphere. The main tasks of this sphere are the development of personality traits that make the individual gain knowledge everywhere and

achieve great results in the professional activity, which is the priority of higher education. The development is impossible without a responsible approach to the solution of these problems and without awareness that it is necessary to create a system of reproduction of a managerial potential that has unrealized opportunities to improve the effectiveness of the educational process. In the world's leading companies up to 10% of the working time is allocated for improving the professional level of the employees (Kibanov, Mitrofanova, Konovalova, Chulanova, 2014). Then there is a question: can our national educational system foster in students a love for learning, a pursuit of the new, an interest in setting goals and a joy of their achievement? The necessity to intellectualize the managerial potential implies the formation of a special possibility which even after its realization opens up a new horizon for the development and, what is more important, continues to stimulate the expansion of further professional activity. It is also possible to achieve the goal on the basis of self-education that forms a unique educational style characterized by the most optimal, individual mechanism of perceiving the learning material, as well as the readiness to independently determine what practical skills are lacking and to correctly build the educational process on the principles of involvement, interest in a common result and on the canons of partnership.

### **Managing Education**

In 1954 Alfred Whitney Griswold said that higher education is not a set of memorized knowledge hidden in a card index; with a will and desire it is a passion for learning, ability for research, for solving problems, for understanding the relationship of knowledge and experience. Such a view of educational process forms the key aspect of a managerial potential: a desire to joyfully do things they love and despite all the difficulties of the transition period, to remain in this sphere of activity and not rest on the laurels.

Under these circumstances, the development of higher education affects a whole range of institutional problems whose solution lies in the area of strategic planning of educational development. The main aim of this planning is the search for and implementation of measures to enhance human potential, to form a need to develop and a desire to learn in order to meet the deficit of knowledge, skills, and in the long run, of actual competencies.

Lack of interest, and desire for learning and acquisition of new knowledge inevitably leads to a consumer attitude to life, country and work; it results in the young generation's irresponsible citizenship and disrespect for their Motherland. It remains important that tools for enhancing and developing academic initiative are used in everyday practice; the feedback are made possible, using mechanisms that allow transparency of decision making; participants of the educational process are open to communication by increasing their tolerance and making them understand that it is corporate spirit and partnership which set norms and rules of corporate ethics of learning and determine the main mechanisms of corporate responsibility for the whole educational process.

## Conclusion

In developing managerial potential in education it is important to maintain the principle of succession and accumulation so that the managerial potential may be used in full and there may be opportunities for its further realization and development. The solution of this problem is connected with the criteria of the provision and quality guarantee of national education, and with precise correspondence of what the educational system can offer the society and by what the society expects from it, therefore with the monitoring of the effectiveness of education development.

Thus under this approach the effectiveness of the development of education will be determined in two ways: in terms of the first one it is the degree of approaching the most desired outcome, i.e., effectiveness serves as a measure of educational quality from the viewpoint of a systemic object. In terms of the second way it is the ratio of the achieved result to the spent resources; for example, if the spent resource is time, then the effectiveness will be determined by the speed of change in the quality of education. In the light of intellectualization of the managerial potential the effectiveness of the educational system will be determined by measuring the result achieved, amount of the material resources spent and the time needed for its achievement.

## References

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